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ABSTRACT

A survey of graduates of Nova Southeastern University was conducted to find out what they thought about their university experience and what they thought about their training in and use of computers at college. To take advantage of the survey process, graduates were also asked to offer information on demographics and career patterns. The study was restricted to students graduating between July 1, 1990, and June 30, 1995. Surveys were returned by 229 of the 1,070 graduates who had the opportunity to respond to the survey, a response rate of 21.4%. This sample was deemed representative of the sample population. Student responses supported the conclusion that graduates are, overall, very pleased with the impact of the University on their career and major. The effectiveness of the University's undergraduate programs generally received high ratings, and nearly 85% of all respondents agreed that they would recommend the University to others. Statements related to basic competence in computer use received lower ratings. Graduates gave the highest ratings to word processing skills and the lowest for use of the Internet. Recommendations based on survey responses include the necessity of incorporating demographic characteristics and career outcomes into marketing and recruitment literature, attention to center-specific curricular areas, improvement in student services, and the need for the infusion of computing and technology into the curriculum. An appendix contains a memorandum describing the survey. (Contains 27 tables.) (SLD)

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GRADUATES OF NOVA SOUTHEASTERN UNIVERSITY'S UNDERGRADUATE PROGRAMS TELL US WHAT THEY THINK ABOUT THEIR UNIVERSITY EXPERIENCE

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Thomas W. MacFarland

Senior Research Associate

Nova Southeastern University
Research and Planning

February 1996

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EXECUTIVE SUMMARY

This study was prompted by two recommendations resulting from the University's *Self-Study* process: the need for an assessment of program evaluation in the University's undergraduate programs, and an assessment of competencies in the basic use of computers by graduates of the University's undergraduate programs. To take advantage of the survey process, graduates were also asked to offer information on demographics and career patterns.

This study was restricted in focus to a survey of July 1, 1990, to June 30, 1995, graduates of the University's undergraduate programs. Surveys were distributed to 787 graduates of the James M. Farquhar Center for Undergraduate Studies, 260 graduates of undergraduate programs represented in the Health Professions Division, and 103 graduates of the Center for the Study of International Tourism (which has since been assimilated into the James M. Farquhar Center for Undergraduate Studies). The United States Postal Service returned 80 surveys as undeliverable. Surveys were returned by 229 graduates of the 1,070 graduates who had the opportunity to respond to the survey, for a return rate of 21.4 percent. There was sufficient evidence to conclude that the responding sample was representative of the sample population.

Student response provided evidence to support the conclusion that graduates are, overall, very pleased with the University's impact on their career and major. Statements related to the effectiveness of the University's undergraduate programs generally received high ratings and nearly 85 percent of all survey respondents indicated that they either agreed or strongly agreed with the statement that they would recommend the University to others. Statements related to basic competence in the use of computers, however, received lower ratings. Graduates offered the highest rating for skills in word processing and the lowest rating for use of the Internet.

Following an analysis of survey results, a series of recommendations was generated: the incorporation of accurate demographic characteristics and career outcomes into marketing and recruitment literature and future University planning endeavors; attention to center-specific curricular areas; continuous improvement in student services; and the need for attention to the level of computing and technology infusion into the curriculum.

An extensive series of figures to accompany the results section has been developed. Although these figures are not included this report, they are available upon request.

HIGHLIGHTS

Demographics

James M. Farquhar Center for Undergraduate Studies (N = 173) and the Center for the Study of International Tourism (N = 16):

- Age at time of graduation . . . . . Median Age 35 Years
- Married during enrollment . . . . . 55 Percent
- Gender . . . . . 70 Percent Female
- Ethnicity . . . . . 63 Percent White
- South Florida residence . . . . . 72 Percent

Health Professions Division (N = 36):

- Age at time of graduation . . . . . Median Age 28 Years
- Married during enrollment . . . . . 39 Percent
- Gender . . . . . 39 Percent Female
- Ethnicity . . . . . 89 Percent White
- South Florida residence . . . . . 56 Percent

Reasons for Selecting the University

- Location . . . . . 63 Percent
- Convenience . . . . . 59 Percent
- Type of Programs Available . . . . . 54 Percent

Satisfaction With the University

- Statements related to satisfaction with the University's involvement in preparation for career and major received the highest overall ratings.

- Nearly 80 percent of all survey respondents indicated that their current job was either highly related or moderately related to their major at the University.

- Nearly 85 percent of all survey respondents indicated that they either agreed or strongly agreed with the statement that they would recommend the University to others.

Basic Skills in the Use of Computers

- Overall, graduates indicated that they have moderate skills in the basic use of computers.

- Graduates offered the highest rating for skills in word processing; the lowest self-rating for use of the Internet.

Career Patterns

James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism:

- Less than 45 percent of all survey respondents indicated that their current job is highly related to their major.

  For survey respondents from the Center for the Study of International Tourism, 75 percent indicated that their current job is highly related to their major.

- Nearly 80 percent of all survey respondents indicated an annual income of $49,999 or less.

  Over 90 percent of all survey respondents from the Center for the Study of International Tourism indicated an annual income of $49,999 or less.

Health Professions Division

- Over 86 percent of all survey respondents from the Health Professions Division students indicated that their current job is highly related to their major.

- For survey respondents from the Health Professions Division, 75 percent indicated an annual income of $50,000 or more.

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INTRODUCTION

Background

Nova Southeastern University was created in January 1994 by the merger of Nova University and Southeastern University of the Health Sciences. Nova University was chartered in 1964 and enrolled 17 graduate students in the 1967 charter class. Southeastern University of the Health Sciences admitted its charter class in 1981.

A review of the *Nova Southeastern University Fact Book* (1996) as well as other sources of information about the University's formative years provides evidence that instruction was first offered to graduate students, not undergraduate students. Undergraduate instruction was not offered at the University until the mid 1970s, when Nova College was formally established. State support for an undergraduate liberal studies program was offered in 1988 by the State of Florida. Soon after, Nova College was renamed the James M. Farquhar Center for Undergraduate Studies in 1989 and the Center held its first convocation in 1990.

Undergraduate programs at the University have experienced sustained enrollment growth since they were first offered. The University reported a Fall Term enrollment of 192 undergraduate students in 1975. By 1976, Fall Term enrollment increased to 1,264 undergraduate students. Fall Term enrollment in 1987 surpassed 2,000 students, and Fall Term enrollment in 1989 surpassed 3,000 students. By 1994, Fall Term enrollment exceeded 4,100 undergraduate students.

Purpose of the Study

This study was conducted to compile background information on graduates of the University's undergraduate programs, to assess satisfaction with outcomes associated with the University's undergraduate programs, to determine computing skills of graduates, and to identify employment and career patterns. The motivation for this study was the need to comply with recommendations from the University's *Self-Study* on two key areas associated with the undergraduate programs:

- Program Evaluation

  Undergraduate programs should evaluate the effectiveness of instructional programs by systematically assessing the performance of graduates of their programs in advanced programs or employment, and by sampling former students regarding the effectiveness of the instructional programs (*Institutional Self-Study*, 1996). (p. 113)

- Competencies in the Basic Use of Computers

  In the Health Professions Division, and in the Liberal Studies Program of the Farquhar Center for Undergraduate Studies, additional efforts need to be made to demonstrate that graduates are competent in the basic use of computers (*Institutional Self-Study*, 1996). (p. 113)

METHODOLOGY

Survey Development

Topical Areas

In response to two *Self-Study* recommendations, in May 1995 Research and Planning was charged with the responsibility of conducting an assessment of graduates of the University's undergraduate programs. To follow along with recommendations and to also take advantage of the opportunity of enhancing the University's knowledge of these graduates, Research and Planning developed a survey to address four key areas:

1. Demographic information
2. Satisfaction with the University
3. Competence in the basic use of computers
4. Employment and career patterns

Timeline for Survey Development

To meet deadlines associated with the University's *Self-Study* and the anticipated arrival of the full Visiting Team in October 1996, Research and Planning immediately contacted, through a May 18, 1995, memorandum (Appendix), the three academic center directors charged with responsibility for undergraduate programs: the James M. Farquhar Center for Undergraduate Studies, the Health Professions Division, and the Center for the Study of International Tourism. Center directors were advised of the proposed invited sample and the desire to use sampling procedures established in the October 1994 series of *Self-Study* surveys. Center directors were also given copies of American College Testing (ACT) Program surveys, with these surveys viewed as a model for instrumentation. After telephone and written reactions, Research and Planning distributed a June 12, 1995, outline for the assessment. Modifications to survey statements were offered throughout June and mid-July 1995 by center personnel and University administrators.

Instrumentation

Based on reactions to sample survey statements by the three center directors as well reactions by *Self-Study* members, Research and Planning drafted a sample survey instrument in June 1995. Wording of the final survey instrument was approved in late July 1995. Funds were allocated to allow the production of a highly-attractive six-sided tri-fold survey instrument, including color photographs of the University and graduates of the University's undergraduate programs.

Population

The population for this study consisted of all July 1, 1990, to June 30, 1995, graduates of the University's undergraduate programs. These dates were selected, in part, to remain in parity with the methodology of the October 1994 *Self-Study* surveys administered by Research and Planning (*Management of Self-Study Surveys Administered by Research and Planning*, 1995).

Invited Sample

Because of the large number of graduates from the James M. Farquhar Center for Undergraduate Studies who graduated between July 1, 1990, to June 30, 1995 (N = 4,181 with a useable mailing label), it was decided that it would be impractical to query all graduates of this center. Instead, a sampling process was used. However, the number of graduates from undergraduate programs in the Health Professions Division (N = 260 with a useable mailing label) and graduates from the Center for the Study of International Tourism (N = 103 with a useable mailing label) was manageable and it was decided to include all appropriate graduates from these two centers in the invited sample.

James M. Farquhar Center for Undergraduate Studies

The general plan for sampling was to select, through a mechanical selection process based on the alphabetical order of last name, from all graduates with a useable mailing label:

- 10 percent of all July 1, 1990, to June 30, 1993, graduates plus a 5 percent replacement pool

- 1990/91 N = 797
- 1991/92 N = 835
- 1992/93 N = 965

- 30 percent all July 1, 1993, to June 30, 1995, graduates plus a 5 percent replacement pool

  - 1993/94 N = 858
  - 1994/95 N = 727

The generation of mailing labels for graduates of the James M. Farquhar Center for Undergraduate Studies follows:

Year	Graduates	Graduates with a Perm. Address	Multiplier	# Labels Expected	# Labels Generated
90/91	809	797	10% + 5%	120	120
91/92	847	835	10% + 5%	125	125
92/93	989	965	10% + 5%	145	145
93/94	875	858	30% + 5%	300	290
94/95	737	726	30% + 5%	254	221

When viewing these numbers, it should be mentioned that labels were later pulled and not used for graduates with a mailing label that indicated an international address.

Health Professions Division

The invited sample for graduates from undergraduate programs represented in the Health Professions Division (N = 260) consisted of all students earning a B.S. from this academic center between July 1, 1990, and June 30, 1995, for whom a U.S. mailing label was available. Mailing labels were provided either by the appropriate program office or by the Registrar's Office.

An exception to the general declaration of viewing all July 1, 1990, to June 30, 1995, graduates as members of the invited sample was that the College of Pharmacy had recently conducted a mailing to all B.S. Pharmacy graduates. Approximately 13 percent of all mailings were returned by the United States Postal Service to the College of Pharmacy as undeliverable due to either a changed or incorrect address. These graduates were not included in the invited sample since it was known that Research and Planning would not be able to use current mailing labels to contact these graduates. Additionally, surveys were not mailed to any graduates with a mailing label indicating an international mailing address.

Center for the Study of
International Tourism

All July 1, 1990, to June 30, 1995, graduates from the Center for the Study of International Tourism for whom a U.S. mailing label was available (N = 103) were included in the invited sample. Graduates with a mailing label indicating an international mailing address were excluded from the invited sample.

Survey Distribution

The University's mail service was notified in late September 1995 to prepare for a mass mailing of surveys in large envelopes. The initial distribution of surveys (N = 1,044) was effected on October 3, 1995. This initial mailing included all subjects in the invited sample, with the exception of B.S. Vision Science graduates (N = 54). Surveys for B.S. Vision Science graduates were not mailed until October 12, 1995, due to a delay in Research and Planning's acquisition of mailing labels for these graduates.

The second distribution of surveys, drawing on graduates from the James M. Farquhar Center for Undergraduate Studies in the five percent replacement pool, continued throughout October 1995 and the first week of November 1995. As surveys were returned by the United States Postal Service as undeliverable, records were maintained so that replacement surveys were immediately mailed to graduates from the appropriate graduation year replacement pool, until all appropriate replacement surveys were either expunged or replacement was unnecessary.

Responding Sample

The responding sample consisted of all survey respondents who returned a useable survey during the data collection period, October 3, 1995, to November 15, 1995. Detailed statistics on survey distribution and return are offered in Table 1.A and Table 1.B. Throughout the survey distribution period, 1,150 surveys were mailed to the invited sample and 80 surveys were returned by the United States Postal Service as "undeliverable." From this potential responding sample of 1,070 subjects, surveys were returned by 229 subjects during the declared sampling period. The final response rate was 21.4 percent. For reference, the response rate of graduates of undergraduate programs for the October 1994 *Self-Study* survey was 26.8 percent (*Management of Self-Study Surveys Administered by Research and Planning*, 1995).

Table 1.A

Survey Response by Academic Center and Major

Academic Center and Major	N	%
James M. Farquhar Center for Undergraduate Studies		
B.A. Liberal Arts	3	1.3
B.S. Accounting	9	3.9
B.S. Administrative Studies	12	5.2
B.S. Applied Professional Studies	3	1.3
B.S. Business Administration	31	13.5
B.S. Computer Information Systems	0	0.0
B.S. Computer Science	1	0.4
B.S. Computer Systems	0	0.0
B.S. Elementary Education	24	10.5
B.S. Exceptional Education	9	3.9
B.S. General Studies	0	0.0
B.S. Legal Assistant Studies	0	0.0
B.S. Legal Studies (Prelaw)	6	2.6
B.S. Life Sciences (Premedical)	2	0.9
B.S. Ocean Studies	0	0.0
B.S. Professional Management	53	23.1
B.S. Psychology	17	7.4
B.S. Secondary Education	3	1.3

Table 1.A (Continued)

Academic Center and Major	N	%
Health Professions Division	36	15.7
Center for the Study of International Tourism	16	7.0
Unidentified	4	1.7

Note. In July 1995 the Center for the Study of International tourism was assimilated into the James M. Farquhar Center for Undergraduate Studies. All Hospitality Management majors invited to participate in this study graduated when the Center for the Study of International Tourism was a separate academic center.

Bias estimators and comparisons of survey respondents who indicated that they graduated from the James M. Farquhar Center for Undergraduate Studies to actual graduates are identified in Table 1.C. Bias estimators are only offered for survey respondents from the James M. Farquhar Center for Undergraduate Studies because:

- Baseline demographic data were not available for graduates from the Health Professions Division.
- The number of respondents from the Center for the Study of International Tourism (N = 16) was too low to allow meaningful estimates of bias in survey response.

Table 1.B

Survey Distribution and Response by Academic Center and by Year of Graduation

	Survey Distribution			Returned Surveys		
Academic Center and Year	1st Try	2nd Try	Total	Post Office	Graduates	% Return
James M. Farquhar Center for Undergraduate Studies						
7/1/90 to 6/30/91	80	15	95	16	5	6.3
7/1/91 to 6/30/92	83	1	84	1	14	16.9
7/1/92 to 6/30/93	97	17	114	18	14	14.6
7/1/93 to 6/30/94	257	16	273	18	63	24.7
7/1/94 to 6/30/95	218	3	221	9	71	33.5
Health Professions Division						
7/1/90 to 6/30/95	260	--	260	8	36	14.3
Center for the Study of International Tourism						
7/1/90 to 6/30/95	103	--	103	10	16	17.2
Unidentified						
	10	--				

Note. As of the cutoff date in November 1995 for survey return, 229 surveys were returned by 229 subjects, for a final survey return rate of 21.4 percent.

Table 1.C

Survey Response by Bias Estimator

	James M. Farquhar Center for Undergraduate Studies	
Bias Estimator	Survey Respondents	All Graduates
Age at Time of Graduation (93/94)		
Median	35	32
Mode	22	23
Mean	33	35
Gender (93/94)		
Female	70%	71%
Male	30%	29%
Ethnicity (90/94)		
African-American	13%	16%
Asian	1%	2%
Hispanic	13%	18%
White	70%	63%
Other	2%	1%
Permanent Residence at Time of Graduation (1994)		
South Florida	72%	72%
Other Florida	25%	23%
Non-Florida	1%	5%

Data Entry

Data entry was conducted by Research and Planning clerical staff. Data were entered in electronic format using WordPerfect 5.1 against prepared templates. This process was used for data entry of the October 1994 *Self-Study* surveys administered by Research and Planning (*Management of Self-Study Surveys Administered by Research and Planning*, 1995) and resulted in highly acceptable rates of reliability and simplicity.

Comments were provided by 63 survey respondents, or 27.5 percent of all returned surveys. However, comments were only transcribed for survey respondents who also signed their name, thus providing a high degree of accountability for this section of the survey. A complete and unedited transcription of narrative comments that were signed was provided to center directors, for their use in the quality improvement process. Figures related to analysis of survey results are available upon request.

RESULTS

Survey Return

Breakouts in Table 1.B demonstrate that survey return ranged from 33.5 percent for 1994-1995 graduates of the James M. Farquhar Center for Undergraduate Studies to a return rate of 6.3 percent for 1990-1991 graduates. Survey return rates were 14.3 percent for graduates from the Health Professions Division and 17.2 percent for all graduates of the Center for the Study of International Tourism.

Based on statistics presented in Table 1.C, the responding sample is representative of the overall population of July 1, 1990, to June 30, 1995, graduates of the University's undergraduate programs. As presented in Table 1.A, the highest return rate was from B.S. Professional Management graduates, who represented 23.1 percent of all survey respondents. Response rates of 10 percent or greater were also found from B.S. Business Administration graduates (13.5 percent of all survey respondents), B.S. Pharmacy graduates (12.7 percent of all survey respondents), and B.S. Elementary Education graduates (10.5 percent of all survey respondents).

Demographics

Gender

The gender of survey respondents is identified in Table 2. Overall, approximately 63 percent of all survey respondents were female and approximately 37 percent of all survey respondents were male. Females represented approximately 70 percent of all respondents from the James M. Farquhar Center for Undergraduate Studies. In contrast, females represented 39 percent of all respondents from the Health Professions Division.

Age at Time of Graduation

The median age at time of graduation for survey respondents is identified in Table 3. The median age for all survey respondents was 33 years at time of graduation. The median age for survey respondents from the James M. Farquhar Center for Undergraduate Studies was 35 years at time of graduation, 28 years for survey respondents from the Health Professions Division, and 29 years for graduates from the Center for the Study of International Tourism.

Ethnicity

The ethnicity of survey respondents is identified in Table 4. Overall, nearly 73 percent of all survey respondents were White, 10 percent African-American, and 12 percent Hispanic. There were differences, however, by academic center regarding the ethnicity of survey respondents. Although Whites represented approximately 70 percent of all survey respondents from the James M. Farquhar Center for Undergraduate Studies, Whites represented nearly 89 percent of all survey respondents from the Health Professions Division and 75 percent of all survey respondents from the Center for the Study of International Tourism.

Permanent Residence at Time of Graduation

The place of permanent residence at time of graduation is detailed in Table 5. Overall, approximately 72 percent of all survey respondents declared that they were permanent resident of either Broward, Dade, Monroe, or Palm Beach County at time of graduation. Approximately 25 percent of all survey respondents identified that they had a permanent residence in another Florida county, and approximately 3 percent of all graduates identified that they were permanent residents of another state at time of graduation.

However, there were noticeable differences, by academic center, regarding permanent residence at time of graduation. Nearly 72 percent of all survey respondents from the James M. Farquhar Center for Undergraduate Studies declared a South Florida permanent residence at time of graduation. In contrast, less than 56 percent of all survey respondents from the Health Professions Division declared that they were permanent residents of Broward, Dade, Monroe, or Palm Beach County at time of graduation. All survey respondents from the Center for the Study of International Tourism indicated that they were permanent residents of South Florida at time of graduation.

Current Place of Permanent Residence

Reflecting the mobility of graduates after graduation, the current place of permanent residence is identified in Table 6. Based on the statement that the responding sample is representative of the overall population, this table offers evidence that approximately 64 percent of all graduates of the University's undergraduate programs are still permanent residents of South Florida: Broward, Dade, Monroe, or Palm Beach County. Further breakouts on place of current permanent residence are identified throughout Table 6.

Language of Best Communication

As presented in Table 7, the language of best communication for graduates of the University's undergraduate programs is unequivocally English. Although the University is located in a multiculturally diverse community, almost 95 percent of all survey respondents declared that English is their best language of communication.

Year of Graduation from the University

The year of graduation from the University by survey respondents is detailed in Table 8. Survey return was highest from the most recent graduates, with 37.6 percent of all survey respondents declaring graduation sometime between July 1, 1994, to June 30, 1995.

Place of Class Attendance

Place of class attendance was addressed in Table 9. In this table it is shown that approximately 42 percent of all graduates attended class either on the Davie Campus or on the East Campus, and 17 percent attended class at the North Miami Beach Campus. Approximately 20 percent of all students attended class in a cluster location somewhere in Broward, Dade, Monroe, or Palm Beach County, and approximately another 20 percent attended class in a cluster location in another Florida County.

Continued Education

Regarding further academic work of graduates of the University's undergraduate programs, the highest degree now held by survey respondents is presented in Table 10. Approximately 30 percent of all survey respondents have gone on for continued education in some form: 15.7 percent of all survey respondents have earned 15 or more graduate credits beyond the Bachelor's degree, 11.4 percent of all survey respondents have gone on for a Master's degree, and 1.7 percent of all survey respondents have continued on to earn a professional degree.

There are differences, however, by academic center in regard to activity in further educational programs. Approximately 29 percent of all survey respondents from the James M. Farquhar Center for Undergraduate Studies have gone on beyond the Bachelor's degree and 25 percent of all survey respondents from the Center for the Study of International Tourism indicated that they had gone beyond the Bachelor's degree. In contrast, over 35 percent of all survey respondents from the undergraduate programs represented at the Health Professions Division have gone on beyond the Bachelor's degree. (It should be mentioned, however, that the Bachelor's degree is not a terminal degree in some Health Professions

Division programs, but is instead awarded during fulfillment of a full professional degree program.)

Declared Enrollment Status

The primary enrollment status of survey respondents is identified in Table 11. Overall, slightly more than 83 percent of all survey respondents declared that they were a full-time student during their undergraduate studies. Of course, response to this statement is a self-declaration and responses may not reflect the official definition of 12 credits per term for full-time status as an undergraduate student.

Differences in response to full-time and part-time status were evident by academic program. Approximately 80 percent of all survey respondents from the James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism declared that they were full-time students. However, there was a 100 percent declaration of full-time status by survey respondents from the Health Professions Division.

Marital Status During Enrollment at the University

The marital status of graduates, during any part of enrollment at the University, is the focus of Table 12. This statistic is viewed, along with age at time of graduation, as another indicator of the adult status and maturity of undergraduate students at the University. Approximately 53 percent of all survey respondents declared that they were married during part of their enrollment at the University. However, only 39 percent of all Health Professions Division survey respondents marked that they were married during any part of their enrollment at the University.

In contrast, nearly 55 percent of all survey respondents in the James M. Farquhar Center for Undergraduate Studies and 56 percent of all survey respondents from the Center for the Study of International Tourism declared that they were married during part of their enrollment at the University.

Years of Attendance at the University

Years of attendance at the University is detailed in Table 13. This table offers evidence that approximately 51 percent of all survey respondents attended the University for only two years and approximately 32 percent attended the University for three years. In contrast to a vision of enrollment in undergraduate programs that is rapidiy becoming replaced by new realities, less than 11 percent of all survey respondents indicated that they attended the

University for four years. Table 13 also details differences by academic center in regard to years of attendance at the University.

Satisfaction With the University

Survey respondents were also asked to respond to a series of statements which focused on satisfaction with the University. In Table 14, survey respondents offered a sense of their desire to attend the University in the future. Only 24 percent of all graduates declared that they would not be willing to attend the University in the future. Over one-third of all survey respondents declared that they are planning to attend the University in the future and approximately 42 percent of all graduates were undecided on this issue. Survey respondents from the Health Professions Division provided the lowest response to this statement, with only 16.7 percent of all Health Professions Division survey respondents definitely indicating that they plan to attend the University in the future, which is in contrast to response rates of approximately 37 percent by survey respondents from the James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism.

Survey respondents identified reasons for attending the University in Table 15. Although there is a degree of variance by academic center, the overall reasons for graduates attending the University were:

Location . . . . . 63.3 Percent

Convenience . . . . . 58.5 Percent

Type of Programs Available . . . . . 53.7 Percent

Survey respondents were also asked, in Table 16, to react to the statement **What would you have done if you had not attended NSU?** Approximately 25 percent of all survey respondents indicated that they would either not attend college or they did not provide a discernable answer to this statement. Approximately 55 percent of all survey respondents indicated that they would have attended college in South Florida: 22.7 percent would have stayed in South Florida and attended a private college or university, and 32.3 percent would have stayed in South Florida and attended a state college or university. Less than 25 percent of all survey respondents indicated that they would have attended another college or university outside of South Florida: 7.9 percent would attend another private college or university outside of South Florida, and 13.4 percent would attend another state college or university outside of South Florida.

Again, there are differences by academic center. Survey respondents from the Health Professions Division indicated the greatest willingness to leave South Florida, if necessary, to pursue their educational aims. Survey respondents from the Center for the Study of

International Tourism were the least willing to leave South Florida to pursue their educational aims.

Responses to selected statements relating to satisfaction with the University are included in Table 17.A to Table 20.D. Although differences are evident by academic center, there was sufficient evidence (Tables 17.A to 17.D) to report that survey respondents were satisfied with how the University offered preparation for career and competence in major. Overall, respondents were very favorable to statements on how the University helped them in **Acquiring knowledge and skills needed for a career** (Mean = 4.4) and **Becoming competent in my major** (Mean = 4.4).

Other statements with high overall ratings included: **Improving my writing skills** (Mean = 4.2), **Learning to think and reason** (Mean = 4.1), **Developing problem-solving skills** (Mean = 4.1), and **Learning to formulate and reshape my lifetime goals** (Mean = 4.0). Statements that received mean ratings of less than 4.0 tended to follow along the following patterns:

- Survey respondents from the James M. Farquhar Center for Undergraduate Studies reported concern about job-seeking skills and advancement in mathematics and science.

- Survey respondents from the Health Professions Division expressed concern about preparation for job-seeking skills, advancement in reading, writing, mathematics and science, and thinking and reasoning skills.

- Survey respondents from the Center for the Study of International Tourism expressed concern about preparation for job-seeking skills and advancement in mathematics, reading, and science.

Table 18.A serves as evidence that survey respondents are also generally pleased with the University on other indicators of satisfaction. The statements **NSU has helped me meet my educational goals** (Mean = 4.4) and **I would recommend NSU to others** (Mean = 4.3) received the highest ratings from survey respondents representing the James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism. As presented in Table 18.C, survey respondents from the Health Professions Division were very pleased with how the University has helped them meet their educational goals. However, for all other statements in this series of statements, survey respondents from the Health Professions Division offered mean ratings of less than 4.0.

Survey respondents were also given a long list of statements to rate regarding other indicators of satisfaction with the University (Tables 19.A to 19.D). When reviewing overall responses (Table 19.A), it is interesting to note that two of the three highest rated statements included the word quality in the statement: **Quality of instruction** (Mean = 4.3), and **Quality of my program of study** (Mean = 4.3).

Other indicators of survey respondent satisfaction with the University that received an overall rating of 4.0 or greater included: **Transfer of course credits from other colleges to NSU** (Mean = 4.3), **Availability of faculty for office appointments** (Mean = 4.1), **NSU's response to non-traditional students** (Mean = 4.1), **Variety of courses offered** (Mean = 4.1), **Faculty respect for students** (Mean = 4.1), and **Flexible degree requirements** (Mean = 4.1).

The most notable difference between response to selected statements, as presented in Tables 19.A to 19.D, are found in Table 19.C and specific statements receiving a mean rating of 3.0 or less from survey respondents representing the Health Professions Division, including: **Career planning services** (Mean = 3.0), **Flexible degree requirements** (Mean = 3.0), **Student access to computer facilities and services** (Mean = 3.0), **Writing labs, math labs, and other developmental remedial and services** (Mean = 2.9) and **Job placement services** (Mean = 2.8).

As presented in Table 19.B and Table 19.D, response to the statement about **Job placement services** (Mean = 3.0) by survey respondents from James M. Farquhar Center for Undergraduate Studies was the only other statement, by academic program, to receive a mean rating of 3.0 or less. All other statements in this series received ratings of 3.0 or greater.

In another series of statements relating to satisfaction with the University (Tables 20.A to 20.D), survey respondents were asked to react to broad statements about the University. Overall, survey respondents offered the highest rating (Table 20.A) to the University's contribution to **Preparation for further study** (Mean = 4.0). Noticeable differences for these statements, however, were found when comparing statements from the Health Professions Division and survey respondents representing the James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism.

- Survey respondents from the Health Professions Division offered a higher rating for the statement **Preparation for a career** (Mean = 4.4), than the statement **Preparation for further study** (Mean = 3.6).

- In contrast, survey respondents from the James M. Farquhar Center for Undergraduate Studies offered the lowest rating in this series of statements to the statement on **Preparation for a career** (Mean = 3.7).

Computing Skills

Survey respondents were also asked to respond to a series of self-ratings on the basic use of computers. When reviewing Tables 21.A to 21.D, it is evident that survey respondents do not have high levels of skill in the basic use of computers. Overall, all statements relating to

the use of computers received a mean rating of less than 4.0 with the exception of one statement on **Ability to use word processing software** (Mean = 4.0). The statement with the lowest overall rating (Table 21.A) was **Ability to use the Internet** (Mean = 2.6).

Although overall mean ratings on the basic use of computers were low, survey respondents from the James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism indicated greater levels of skill in the use of computing equipment than survey respondents from the Health Professions Division:

- With the exception of the statement relating to **Ability to use the Internet** by survey respondents from the James M. Farquhar Center for Undergraduate Studies, all statements on basic skills with computers by survey respondents from the James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism received a mean rating 3.0 or greater.

- In contrast, only two of 12 statements relating to basic skills in the use of computers by survey respondents from the Health Professions Division received a mean rating of 3.0 or greater. Survey respondents from the Health Professions Division offered self-ratings of less than 3.0 to the other ten statements related to computing.

Career Patterns

Work Experience

The adult, and particularly the practitioner status, of survey respondents is identified in Table 22. Nearly 58 percent indicated that they had 6 or more years of professional work experience before enrollment at the University.

There was marked contrast, however, between academic centers in regard to prior professional work experience. Approximately 60 percent of all survey respondents from the James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism indicated 6 or more years of professional work experience prior to enrollment at the University. Among survey respondents from the Health Professions Division, reaction to this statement was quite different, with 30.6 percent of all survey respondents from the Health Professions Division indicating 6 or more years of professional experience. The majority (58.3 percent) of all survey respondents from the Health Professions Division indicated either zero years or one year of professional work experience prior to enrollment at the University.

Current Job

Nearly 80 percent of all survey respondents indicated that their current job is either **Highly Related** (59.1 percent) or **Moderately Related** (19.7 percent) to their major at the University (Table 23). Differences were obvious, however, by academic program:

- Over 86 percent of all survey respondents from the Health Professions Division students indicated that their current job is **Highly Related** to their major.
- For survey respondents from the Center for the Study of International Tourism, 75 percent indicated that their current job is **Highly Related** to their major.
- In contrast, less than 45 percent of all survey respondents from the James M. Farquhar Center for Undergraduate Studies indicated that their current job is **Highly Related** to their major.

Another finding in Table 23 is that less than ten percent of all survey respondents marked **Not At All Related** when asked to indicate the relationship between their current job and their major at the University. Equally important, less than five percent of all survey respondents indicated that they are currently unemployed.

In response to the question **How well did your experiences at NSU prepare you for your current job?**, nearly 50 percent of all respondents offered a very favorable response (Table 24):

- **Exceptionally Well** . . . . . 18.8 percent
- **More than Adequately** . . . . . 28.4 percent

Survey respondents from the Health Professions Division offered the highest rating for this statement, with 30.6 percent of all survey respondents from the Health Professions Division stating **Exceptionally Well** and 30.6 percent stating **More than Adequately**. Survey respondents from the James M. Farquhar Center for Undergraduate Studies and the Center for the Study of International Tourism tended to respond favorably to this statement, but not at the high level of satisfaction found among survey respondents from the Health Professions Division.

Salary

Survey respondents were also asked to identify the salary or annual income from their current job (Table 25). Overall, the most frequent salary range for survey respondents was

$20,000 to $29,999 per year. However, there was extreme variance, by academic center, in response to this section of the survey:

- Nearly 80 percent of all survey respondents from the James M. Farquhar Center for the Undergraduate Studies indicated an annual income of $49,999 or less.

- Over 90 percent of all survey respondents from the Center for the Study of International Tourism indicated an annual income of $49,999 or less.

- In marked contrast, 75 percent of all survey respondents from the Health Professions Division indicated an annual income of $50,000 or more.

Involvement in Continued Education

Survey respondents were also asked to identify their involvement in further educational endeavors, in either a graduate program or a professional program. Overall, approximately 40 percent of all survey respondents indicated that they have applied to either a graduate or professional program since graduation from the University (Table 26). This enrollment rate was highest for graduates from the James M. Farquhar Center for Undergraduate Studies (42.4 percent), and lowest for graduates from the Health Professions Division (22.7 percent).

Survey respondents were also asked if they had actually yet enrolled in either a graduate or professional program since graduation from the University (Table 27). Slightly more than one-third of all survey respondents indicated that they had enrolled in graduate or professional studies since graduation from the University. This rate of enrollment was highest for survey respondents from the James M. Farquhar Center for Undergraduate Studies and lowest for graduates from the Center for the Study of International Tourism.

Tables 2 to 27, which appear on pages 22 to 73, provide summary data of findings from responses to the survey. Figures are also available, upon request.

Table 2

Gender of Survey Respondents by Academic Center

Academic Center and Gender	N	%
James M. Farquhar Center for Undergraduate Studies		
Female	120	69.4
Male	52	30.1
Unidentified	1	0.6
Health Professions Division		
Female	14	38.9
Male	22	61.1
Center for the Study of International Tourism		
Female	7	43.8
Male	9	56.3
TOTAL		
Female	144	62.9
Male	84	36.7
Unidentified	1	0.4

Table 3

Age at Time of Graduation of Survey Respondents by Academic Center

Academic Center	Mode	Median	Mean	SD	N
James M. Farquhar Center for Undergraduate Studies	22	35	35.2	10.3	154
Health Professions Division	23	28	29.0	5.8	36
Center for the Study of International Tourism	29	29	30.6	5.8	15
TOTAL	23	33	33.8	9.7	208

Table 4

Ethnicity of Survey Respondents by Academic Center

Academic Center and Ethnicity	N	%
James M. Farquhar Center for Undergraduate Studies		
African-American	22	12.7
American Indian or Alaskan Native	1	0.6
Asian or Pacific Islander	1	0.6
Hispanic	23	13.3
White	121	69.9
Other or Unknown	4	2.3
Unidentified	1	0.6
Health Professions Division		
African-American	0	0.0
American Indian or Alaskan Native	0	0.0
Asian or Pacific Islander	0	0.0
Hispanic	3	8.3
White	32	88.9
Other or Unknown	0	0.0
Unidentified	1	2.8
Center for the Study of International Tourism		
African-American	1	6.3
American Indian or Alaskan Native	0	0.0
Asian or Pacific Islander	0	0.0
Hispanic	1	6.3
White	12	75.0
Other or Unknown	2	12.5

Table 4 (Continued)

Academic Center and Ethnicity	N	%
TOTAL		
African-American	23	10.0
American Indian or Alaskan Native	1	0.4
Asian or Pacific Islander	1	0.4
Hispanic	28	12.2
White	167	72.9
Other or Unknown	7	3.1
Unidentified	2	0.9

Table 5

Place of Permanent Residence at Time of Graduation of Survey Respondents by Academic Center

Academic Center and Residence	N	%
James M. Farquhar Center for Undergraduate Studies		
Broward, Dade, Monroe, or Palm Beach County	125	72.3
Another Florida County	46	26.6
Another State	2	1.2
Another Country	0	0.0
Health Professions Division		
Broward, Dade, Monroe, or Palm Beach County	20	55.6
Another Florida County	12	33.3
Another State	4	11.1
Another Country	0	0.0
Center for the Study of International Tourism		
Broward, Dade, Monroe, or Palm Beach County	16	100.0
Another Florida County	0	0.0
Another State	0	0.0
Another Country	0	0.0
TOTAL		
Broward, Dade, Monroe, or Palm Beach County	165	72.1
Another Florida County	58	25.3
Another State	6	2.6
Another Country	0	0.0

Table 6

Current Place of Permanent Residence of Survey Respondents by Academic Center

Academic Center and Residence	N	%
James M. Farquhar Center for Undergraduate Studies		
Broward, Dade, Monroe, or Palm Beach County	110	63.6
Another Florida County	48	27.7
Another State	12	6.9
Another Country	1	0.6
Unidentified	2	1.2
Health Professions Division		
Broward, Dade, Monroe, or Palm Beach County	20	55.6
Another Florida County	10	27.8
Another State	6	16.7
Another Country	0	0.0
Center for the Study of International Tourism		
Broward, Dade, Monroe, or Palm Beach County	13	81.3
Another Florida County	0	0.0
Another State	2	12.5
Another Country	1	6.3
TOTAL		
Broward, Dade, Monroe, or Palm Beach County	146	63.8
Another Florida County	59	25.8
Another State	20	8.7
Another Country	2	0.9
Unidentified	2	0.9

Table 7

Language of Best Communication of Survey Respondents by Academic Center

Academic Center and Language	N	%
James M. Farquhar Center for Undergraduate Studies		
English	164	94.8
Spanish	1	0.6
French	0	0.0
An Asian Language	1	0.6
Other	2	1.2
Unidentified	5	2.9
Health Professions Division		
English	35	97.2
Spanish	0	0.0
French	0	0.0
An Asian Language	0	0.0
Other	1	2.8
Center for the Study of International Tourism		
English	14	87.5
Spanish	1	6.3
French	0	0.0
An Asian Language	0	0.0
Other	1	6.3
TOTAL		
English	217	94.8
Spanish	2	0.9
French	0	0.0
An Asian Language	1	0.4
Other	4	1.7
Unidentified	5	2.2

Table 8

Year of Graduation from NSU of Survey Respondents by Academic Center

Academic Center and Year of Graduation	N	%
James M. Farquhar Center for Undergraduate Studies		
July 1, 1990, to June 30, 1991	5	2.9
July 1, 1991, to June 30, 1992	14	8.1
July 1, 1992, to June 30, 1993	14	8.1
July 1, 1993, to June 30, 1994	63	36.4
July 1, 1994, to June 30, 1995	71	41.0
Unidentified	6	3.5
Health Professions Division		
July 1, 1990, to June 30, 1991	4	11.1
July 1, 1991, to June 30, 1992	6	16.7
July 1, 1992, to June 30, 1993	9	25.0
July 1, 1993, to June 30, 1994	6	16.7
July 1, 1994, to June 30, 1995	10	27.8
Unidentified	1	2.8
Center for the Study of International Tourism		
July 1, 1990, to June 30, 1991	2	12.5
July 1, 1991, to June 30, 1992	2	12.5
July 1, 1992, to June 30, 1993	5	31.3
July 1, 1993, to June 30, 1994	3	18.8
July 1, 1994, to June 30, 1995	4	25.0
TOTAL		
July 1, 1990, to June 30, 1991	12	5.2
July 1, 1991, to June 30, 1992	23	10.0
July 1, 1992, to June 30, 1993	29	12.7
July 1, 1993, to June 30, 1994	72	31.4
July 1, 1994, to June 30, 1995	86	37.6
Unidentified	7	3.1

Table 9

Place of Class Attendance of Survey Respondents

Place of Class Attendance	N	%
Davie Campus or East Campus	96	41.9
North Miami Beach Campus	39	17.0
Cluster Location in Broward, Dade, Monroe, or Palm Beach County	46	20.1
Cluster Location in Another Florida County	47	20.5
Cluster Location in Another State	0	0.0
Cluster Location in Another Country	0	0.0

Table 10

Highest Degree Now Held of Survey Respondents by Academic Center

Academic Center and Highest Degree	N	%
James M. Farquhar Center for Undergraduate Studies		
Bachelor's	124	71.7
Bachelor's plus 15 or more Graduate Credits	25	14.5
Master's	23	13.3
Specialist	0	0.0
Professional Degree	0	0.0
Doctoral	0	0.0
Unidentified	1	0.6
Health Professions Division		
Bachelor's	23	63.9
Bachelor's plus 15 or more Graduate Credits	6	16.7
Master's	1	2.8
Specialist	0	0.0
Professional Degree	4	11.1
Doctoral	0	0.0
Unidentified	2	5.6
Center for the Study of International Tourism		
Bachelor's	12	75.0
Bachelor's plus 15 or more Graduate Credits	3	18.8
Master's	1	6.3
Specialist	0	0.0
Professional Degree	0	0.0
Doctoral	0	0.0

Table 10 (Continued)

Academic Center and Highest Degree	N	%
TOTAL		
Bachelor's	159	69.4
Bachelor's plus 15 or more Graduate Credits	36	15.7
Master's	26	11.4
Specialist	0	0.0
Professional Degree	4	1.7
Doctoral	0	0.0
Unidentified	4	1.7

Table 11

Primary Enrollment Status at NSU of Survey Respondents by Academic Center

Academic Center and Enrollment Status	N	%
James M. Farquhar Center for Undergraduate Studies		
Full-Time Student	138	79.8
Part-Time Student	32	18.5
Unidentified	3	1.7
Health Professions Division		
Full-Time Student	36	100.0
Part-Time Student	0	0.0
Center for the Study of International Tourism		
Full-Time Student	13	81.3
Part-Time Student	3	18.8
TOTAL		
Full-Time Student	191	83.4
Part-Time Student	35	15.3
Unidentified	3	1.3

Table 12

Marital Status During Any Part of Enrollment at NSU of Survey Respondents by Academic Center

Academic Center and Marital Status	N	%
James M. Farquhar Center for Undergraduate Studies		
Married during part of enrollment	95	54.9
Not married during part of enrollment	78	45.1
Health Professions Division		
Married during part of enrollment	14	38.9
Not married during part of enrollment	22	61.1
Center for the Study of International Tourism		
Married during part of enrollment	9	56.3
Not married during part of enrollment	7	43.8
TOTAL		
Married during part of enrollment	121	52.8
Not married during part of enrollment	108	47.2

Table 13

Years of Attendance at NSU of Survey Respondents by Academic Center

Academic Center and Years of Attendance	N	%
James M. Farquhar Center for Undergraduate Studies		
1 Year	7	4.0
2 Years	102	59.0
3 Years	37	21.4
4 Years	21	12.1
5 Years	2	1.2
6 or more Years	2	1.2
Unidentified	2	1.2
Health Professions Division		
1 Year	0	0.0
2 Years	5	13.9
3 Years	29	80.6
4 Years	2	5.6
5 Years	0	0.0
6 or more Years	0	0.0
Center for the Study of International Tourism		
1 Year	0	0.0
2 Years	9	56.3
3 Years	5	31.3
4 Years	1	6.3
5 Years	1	6.3
6 or more Years	0	0.0

Table 13 (Continued)

Academic Center and Years of Attendance	N	%
TOTAL		
1 Year	7	3.1
2 Years	117	51.1
3 Years	73	31.9
4 Years	24	10.5
5 Years	4	1.7
6 or more Years	2	0.9
Unidentified	2	0.9

Table 14

Planning to Attend NSU in the Future

Academic Center and Years of Attendance	N	%
James M. Farquhar Center for Undergraduate Studies		
Yes	64	37.0
Undecided	71	41.0
No	38	22.0
Health Professions Division		
Yes	6	16.7
Undecided	17	47.2
No	13	36.1
Center for the Study of International Tourism		
Yes	6	37.5
Undecided	7	43.8
No	3	18.8
TOTAL		
Yes	78	34.1
Undecided	96	41.9
No	55	24.0

Table 15

Frequency of Response to Reasons to Attend NSU

Academic Center and Response	N	%
James M. Farquhar Center for Undergraduate Studies		
Academic Reputation	42	24.3
Admissions Standards	18	10.4
Advice of High School Counselors and Teachers	4	2.3
Advice of Parents or Relatives	15	8.7
Availability of Scholarships or Financial Aid	25	14.5
Convenience	107	61.8
Cost	13	7.5
Location	108	62.4
Small Class Size	72	41.6
Social Atmosphere	11	6.4
Type of Programs Available	86	49.7
Health Professions Division		
Academic Reputation	5	13.9
Admissions Standards	10	27.8
Advice of High School Counselors and Teachers	4	11.1
Advice of Parents or Relatives	10	27.8
Availability of Scholarships or Financial Aid	5	13.9
Convenience	16	44.4
Cost	2	5.6
Location	28	77.8
Small Class Size	6	16.7
Social Atmosphere	2	5.6
Type of Programs Available	22	61.1

Table 15 (Continued)

Academic Center and Response	N	%
Center for the Study of International Tourism		
Academic Reputation	7	43.8
Admissions Standards	5	31.3
Advice of High School Counselors and Teachers	3	18.8
Advice of Parents or Relatives	2	12.5
Availability of Scholarships or Financial Aid	4	25.0
Convenience	9	56.3
Cost	3	18.8
Location	6	37.5
Small Class Size	7	43.8
Social Atmosphere	3	18.8
Type of Programs Available	12	75.0
TOTAL		
Academic Reputation	57	24.9
Admissions Standards	36	15.7
Advice of High School Counselors and Teachers	12	5.2
Advice of Parents or Relatives	28	12.2
Availability of Scholarships or Financial Aid	35	15.3
Convenience	134	58.5
Cost	19	8.3
Location	145	63.3
Small Class Size	86	37.6
Social Atmosphere	17	7.4
Type of Programs Available	123	53.7

Note. Survey respondents were asked to rank the three most important selections in response to the statement "Why did you decide to attend NSU?" However, most respondents did not respond by ranking three selections but instead checked an array of selections.

Table 16

Frequency of Response to What Survey Respondents Would Have Done If they had Not Attended NSU by Academic Center

Academic Center and Response	N	%
James M. Farquhar Center for Undergraduate Studies		
Attend another private college or university in South Florida	44	25.4
Attend another private college or university, but not in South Florida	14	8.1
Attend a state college or university in South Florida	66	38.2
Attend a state college or university in Florida, but not in South Florida	17	9.8
Not attended college	20	11.6
Other	8	4.6
Unidentified	4	2.3
Health Professions Division		
Attend another private college or university in South Florida	1	2.8
Attend another private college or university, but not in South Florida	4	11.1
Attend a state college or university in South Florida	2	5.6
Attend a state college or university in Florida, but not in South Florida	16	44.4
Not attended college	2	5.6

Table 16 (Continued)

Academic Center and Response	N	%
Other	10	27.8
Unidentified	1	2.8
Center for the Study of International Tourism		
Attend another private college or university in South Florida	5	31.3
Attend another private college or university, but not in South Florida	0	0.0
Attend a state college or university in South Florida	5	31.3
Attend a state college or university in Florida, but not in South Florida	0	0.0
Not attended college	1	6.3
Other	5	31.3
TOTAL		
Attend another private college or university in South Florida	52	22.7
Attend another private college or university, but not in South Florida	18	7.9
Attend a state college or university in South Florida	74	32.3
Attend a state college or university in Florida, but not in South Florida	33	14.4

Table 16 (Continued)

Academic Center and Response	N	%
Not attended college	23	10.0
Other	24	10.5
Unidentified	5	2.2

Table 17.A

Impact of NSU on Selected Outcome Indicators:
All Respondents

Statement	N	Mean	SD
Acquiring knowledge and skills needed for a career	228	4.4	0.7
Applying scientific knowledge and skills.	207	4.1	0.8
Becoming competent in my major.	228	4.4	0.7
Developing effective job-seeking skills, such as interviewing and resume construction.	204	3.5	0.9
Developing problem-solving skills	220	4.1	0.7
Improving my math skills.	206	3.7	0.8
Improving my reading skills	208	3.9	0.8
Improving my writing skills	214	4.2	0.8
Learning about the role of science and technology in society	189	3.8	0.8
Learning to formulate and re-shape my lifetime goals	214	4.0	0.9
Learning to think and reason	225	4.1	0.8

Note. Survey respondents used the following rating scale when responding to these statements:

1	Very Negative Impact
2	Moderately Negative Impact
3	No Impact
4	Moderately Positive Impact
5	Very Positive Impact
NA	Not Applicable
U	Unknown or Unable to Answer

Table 17.B

Impact of NSU on Selected Outcome Indicators: Respondents from the James M. Farquhar Center for Undergraduate Studies

Statement	N	Mean	SD
Acquiring knowledge and skills needed for a career	172	4.4	0.7
Applying scientific knowledge and skills	154	4.0	0.8
Becoming competent in my major	172	4.4	0.7
Developing effective job-seeking skills, such as interviewing and resume construction	151	3.5	0.9
Developing problem-solving skills	167	4.1	0.8
Improving my math skills	157	3.8	0.8
Improving my reading skills	159	4.0	0.8
Improving my writing skills	163	4.3	0.8
Learning about the role of science and technology in society	142	3.7	0.8
Learning to formulate and re-shape my lifetime goals	164	4.0	0.9
Learning to think and reason	172	4.2	0.8

Note. Survey respondents used the following rating scale when responding to these statements:

1	Very Negative Impact
2	Moderately Negative Impact
3	No Impact
4	Moderately Positive Impact
5	Very Positive Impact
NA	Not Applicable
U	Unknown or Unable to Answer

Table 17.C

Impact of NSU on Selected Outcome Indicators: Respondents from the Health Professions Division

Statement	N	Mean	SD
Acquiring knowledge and skills needed for a career	36	4.7	0.5
Applying scientific knowledge and skills	36	4.5	0.6
Becoming competent in my major	36	4.6	0.6
Developing effective job-seeking skills, such as interviewing and resume construction	34	3.4	0.9
Developing problem-solving skills	34	4.1	0.6
Improving my math skills	3.8	1.0	
Improving my reading skills	31	3.5	0.9
Improving my writing skills	33	3.3	0.8
Learning about the role of science and technology in society	33	4.0	0.9
Learning to formulate and re-shape my lifetime goals	31	3.7	0.8
Learning to think and reason	34	3.9	0.9

Note. Survey respondents used the following rating scale when responding to these statements:

1	Very Negative Impact
2	Moderately Negative Impact
3	No Impact
4	Moderately Positive Impact
5	Very Positive Impact
NA	Not Applicable
U	Unknown or Unable to Answer

Table 17.D

Impact of NSU on Selected Outcome Indicators: Respondents from the Center for the Study of International Tourism

Statement	N	Mean	SD
Acquiring knowledge and skills needed for a career	16	4.4	0.8
Applying scientific knowledge and skills	13	3.8	0.8
Becoming competent in my major	16	4.6	0.6
Developing effective job-seeking skills, such as interviewing and resume construction.	16	3.3	1.0
Developing problem-solving skills	15	4.3	0.6
Improving my math skills	13	3.7	0.9
Improving my reading skills	14	3.8	0.7
Improving my writing skills	14	4.3	0.7
Learning about the role of science and technology in society	11	3.6	0.8
Learning to formulate and re-shape my lifetime goals	16	4.2	0.7
Learning to think and reason	16	4.3	0.7

Note. Survey respondents used the following rating scale when responding to these statements:

1	Very Negative Impact
2	Moderately Negative Impact
3	No Impact
4	Moderately Positive Impact
5	Very Positive Impact
NA	Not Applicable
U	Unknown or Unable to Answer

Table 18.A

Level of Agreement With Selected Outcome Indicators: All Respondents

Statement	N	Mean	SD
NSU has helped me meet my educational goals	229	4.4	0.8
If choosing a college again, I would choose NSU	216	3.9	1.2
My experiences at NSU have equipped me to deal with possible career changes	214	3.9	1.0
I would recommend NSU to others	228	4.3	1.0
My experiences at NSU have helped motivate me to make something of my life	221	4.0	1.1
NSU welcomes and uses feedback from students to improve the University	188	3.6	1.3

Note. Survey respondents used the following rating scale when responding to these statements:

1	Strongly Disagree
2	Disagree
3	Neutral, Neither Agree nor Disagree
4	Agree
5	Strongly Agree
NA	Not Applicable
U	Unknown or Unable to Answer

Table 18.B

Level of Agreement With Selected Outcome Indicators: Respondents from the James M. Farquhar Center for Undergraduate Studies

Statement	N	Mean	SD
NSU has helped me meet my educational goals	173	4.4	0.9
If choosing a college again, I would choose NSU	165	4.0	1.1
My experiences at NSU have equipped me to deal with possible career changes	164	3.9	1.0
I would recommend NSU to others	172	4.3	1.0
My experiences at NSU have helped motivate me to make something of my life	167	4.0	1.1
NSU welcomes and uses feedback from students to improve the University	137	3.7	1.2

Note. Survey respondents used the following rating scale when responding to these statements:

1	Strongly Disagree
2	Disagree
3	Neutral, Neither Agree nor Disagree
4	Agree
5	Strongly Agree
NA	Not Applicable
U	Unknown or Unable to Answer

Table 18.C

Level of Agreement With Selected Outcome Indicators: Respondents from the Health Professions Division

Statement	N	Mean	SD
NSU has helped me meet my educational goals	36	4.6	0.6
If choosing a college again, I would choose NSU	33	3.3	1.0
My experiences at NSU have equipped me to deal with possible career changes	30	3.5	1.0
I would recommend NSU to others	36	3.9	1.0
My experiences at NSU have helped motivate me to make something of my life	35	3.9	1.1
NSU welcomes and uses feedback from students to improve the University	33	3.0	1.3

Note. Survey respondents used the following rating scale when responding to these statements:

1	Strongly Disagree
2	Disagree
3	Neutral, Neither Agree nor Disagree
4	Agree
5	Strongly Agree
NA	Not Applicable
U	Unknown or Unable to Answer

Table 18.D

Level of Agreement With Selected Outcome Indicators: Respondents from the Center for the Study of International Tourism

Statement	N	Mean	SD
NSU has helped me meet my educational goals	16	4.4	0.8
If choosing a college again, I would choose NSU	14	4.0	1.2
My experiences at NSU have equipped me to deal with possible career changes	16	4.2	0.9
I would recommend NSU to others	16	4.6	0.9
My experiences at NSU have helped motivate me to make something of my life	16	4.3	0.7
NSU welcomes and uses feedback from students to improve the University	15	4.5	0.5

Note. Survey respondents used the following rating scale when responding to these statements:

1	Strongly Disagree
2	Disagree
3	Neutral, Neither Agree nor Disagree
4	Agree
5	Strongly Agree
NA	Not Applicable
U	Unknown or Unable to Answer

Table 19.A

Level of Satisfaction With Selected Outcome Indicators: All Respondents

Statement	N	Mean	SD
Availability of faculty for office appointments	200	4.1	0.9
Career planning services	166	3.4	1.0
Faculty respect for students	221	4.1	1.0
Financial aid services	172	3.6	1.3
Flexible degree requirements	212	4.1	1.0
Job placement services	126	3.0	1.0
Library and/or learning resources center services	185	3.6	1.1
NSU's response to nontraditional students	169	4.1	0.9
Opportunities for involvement in campus activities	141	3.6	1.0
Personal counseling services	130	3.5	1.1
Personal security and safety	164	3.8	1.0
Practical work experiences offered in areas related to my major	171	3.8	1.1
Quality of academic advising	201	3.7	1.1
Quality of instruction	225	4.3	0.8
Quality of my program of study	225	4.3	0.8
Residence hall services and programs	74	3.3	0.9

Table 19.A (Continued)

Statement	N	Mean	SD
Student health/wellness services	83	3.3	0.9
Student access to computer facilities and services	168	3.8	1.2
Transfer of course credits from other colleges to NSU	205	4.3	0.9
Variety of courses offered	210	4.1	0.9
Writing labs, math labs, and other developmental, remedial, and services	124	3.8	1.0

Note. Survey respondents used the following rating scale when responding to these statements:

1	Very Dissatisfied
2	Dissatisfied
3	Neutral, Neither Satisfied nor Dissatisfied
4	Satisfied
5	Very Satisfied
NA	Not Applicable
U	Unknown or Unable to Answer

Table 19.B

Level of Satisfaction With Selected Outcome Indicators: Respondents from the James M. Farquhar Center for Undergraduate Studies

Statement	N	Mean	SD
Availability of faculty for office appointments	146	4.1	1.0
Career planning services	116	3.5	1.1
Faculty respect for students	166	4.2	0.9
Financial aid services	126	3.6	1.3
Flexible degree requirements	163	4.3	0.8
Job placement services	84	3.0	1.0
Library and/or learning resources center services	133	3.7	1.1
NSU's response to nontraditional students	127	4.2	0.9
Opportunities for involvement in campus activities	94	3.5	1.0
Personal counseling services	90	3.5	1.0
Personal security and safety	118	3.8	1.0
Practical work experiences offered in areas related to my major	118	3.7	1.1
Quality of academic advising	152	3.7	1.2
Quality of instruction	171	4.3	0.8
Quality of my program of study	170	4.4	0.8
Residence hall services and programs	50	3.3	0.9

Table 19.B (Continued)

Statement	N	Mean	SD
Student health/wellness services	44	3.3	0.9
Student access to computer facilities and services	123	3.9	1.2
Transfer of course credits from other colleges to NSU	158	4.3	0.9
Variety of courses offered	164	4.2	0.9
Writing labs, math labs, and other developmental, remedial, and services	96	3.9	0.9

Note. Survey respondents used the following rating scale when responding to these statements:

1	Very Dissatisfied
2	Dissatisfied
3	Neutral, Neither Satisfied nor Dissatisfied
4	Satisfied
5	Very Satisfied
NA	Not Applicable
U	Unknown or Unable to Answer

Table 19.C

Level of Satisfaction With Selected Outcome Indicators: Respondents from the Health Professions Division

Statement	N	Mean	SD
Availability of faculty for office appointments	35	4.3	0.7
Career planning services	31	3.0	0.9
Faculty respect for students	35	3.6	1.0
Financial aid services	31	3.5	1.3
Flexible degree requirements	29	3.0	1.1
Job placement services	30	2.8	0.9
Library and/or learning resources center services	34	3.4	1.2
NSU's response to nontraditional students	27	3.7	1.0
Opportunities for involvement in campus activities	35	3.8	0.9
Personal counseling services	27	3.3	1.1
Personal security and safety	32	3.3	1.0
Practical work experiences offered in areas related to my major	34	4.0	1.0
Quality of academic advising	31	3.4	1.0
Quality of instruction	34	4.1	0.9
Quality of my program of study	35	4.2	0.7
Residence hall services and programs	17	3.2	0.7

Table 19.C (Continued)

Statement	N	Mean	SD
Student health/wellness services	32	3.5	1.0
Student access to computer facilities and services	29	3.0	1.1
Transfer of course credits from other colleges to NSU	29	4.1	1.0
Variety of courses offered	27	3.2	0.9
Writing labs, math labs, and other developmental, remedial, and services	17	2.9	0.9

Note. Survey respondents used the following rating scale when responding to these statements:

1	Very Dissatisfied
2	Dissatisfied
3	Neutral, Neither Satisfied nor Dissatisfied
4	Satisfied
5	Very Satisfied
NA	Not Applicable
U	Unknown or Unable to Answer

Table 19.D

Level of Satisfaction With Selected Outcome Indicators: Respondents from the Center for the Study of International Tourism

Statement	N	Mean	SD
Availability of faculty for office appointments	15	4.7	0.6
Career planning services	16	4.3	0.7
Faculty respect for students	16	4.4	0.8
Financial aid services	12	3.8	1.3
Flexible degree requirements	16	4.3	0.9
Job placement services	10	3.1	1.1
Library and/or learning resources center services	14	3.7	1.0
NSU's response to nontraditional students	12	4.4	0.8
Opportunities for involvement in campus activities	9	3.6	0.7
Personal counseling services	11	3.7	0.8
Personal security and safety	12	4.2	0.7
Practical work experiences offered in areas related to my major	16	4.1	1.0
Quality of academic advising	15	4.1	1.0
Quality of instruction	16	4.5	0.6
Quality of my program of study	16	4.4	0.9
Residence hall services and programs	6	3.5	0.8

Table 19.D (Continued)

Statement	N	Mean	SD
Student health/wellness services	5	3.6	0.9
Student access to computer facilities and services	13	4.4	0.8
Transfer of course credits from other colleges to NSU	16	4.5	0.6
Variety of courses offered	16	4.5	0.5
Writing labs, math labs, and other developmental, remedial, and services	10	4.0	0.9

Note. Survey respondents used the following rating scale when responding to these statements:

1	Very Dissatisfied
2	Dissatisfied
3	Neutral, Neither Satisfied nor Dissatisfied
4	Satisfied
5	Very Satisfied
NA	Not Applicable
U	Unknown or Unable to Answer

Table 20.A

Contribution of NSU to Selected Outcome Indicators: All Respondents

Statement	N	Mean	SD
Intellectual growth (acquiring knowledge skills, ideas, concepts, analytical thinking)	223	3.9	0.9
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	218	3.8	1.1
Preparation for a career	204	3.9	1.1
Preparation for further study	205	4.0	1.0
Social growth and contribution (understanding others and their views, adapting successfully to a variety of social situations)	212	3.8	1.1

Note. Survey respondents used the following rating scale when responding to these statements:

1	No Contribution
2	Little Contribution
3	Moderate Contribution
4	Great Contribution
5	Very Great Contribution
NA	Not Applicable
U	Unknown or Unable to Answer

Table 20.B

Contribution of NSU to Selected Outcome Indicators: Respondents from the James M. Farquhar Center for Undergraduate Studies

Statement	N	Mean	SD
Intellectual growth (acquiring knowledge skills, ideas, concepts, analytical thinking)	168	3.9	0.9
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	163	3.8	1.1
Preparation for a career	149	3.7	1.2
Preparation for further study	154	4.1	1.0
Social growth and contribution (understanding others and their views, adapting successfully to a variety of social situations)	157	3.8	1.1

Note. Survey respondents used the following rating scale when responding to these statements:

1	No Contribution
2	Little Contribution
3	Moderate Contribution
4	Great Contribution
5	Very Great Contribution
NA	Not Applicable
U	Unknown or Unable to Answer

Table 20.C

Contribution of NSU to Selected Outcome Indicators: Respondents from the Health Professions Division

Statement	N	Mean	SD
Intellectual growth (acquiring knowledge skills, ideas, concepts, analytical thinking)	35	3.8	1.0
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	35	3.3	1.1
Preparation for a career	35	4.4	0.7
Preparation for further study	32	3.6	1.1
Social growth and contribution (understanding others and their views, adapting successfully to a variety of social situations)	35	3.4	1.2

Note. Survey respondents used the following rating scale when responding to these statements:

1	No Contribution
2	Little Contribution
3	Moderate Contribution
4	Great Contribution
5	Very Great Contribution
NA	Not Applicable
U	Unknown or Unable to Answer

Table 20.D

Contribution of NSU to Selected Outcome Indicators: Respondents from the Center for the Study of International Tourism

Statement	N	Mean	SD
Intellectual growth (acquiring knowledge skills, ideas, concepts, analytical thinking)	16	4.1	0.8
Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)	16	4.3	0.8
Preparation for a career	16	4.2	0.7
Preparation for further study	15	4.2	0.8
Social growth and contribution (understanding others and their views, adapting successfully to a variety of social situations)	16	4.1	0.7

Note. Survey respondents used the following rating scale when responding to these statements:

1	No Contribution
2	Little Contribution
3	Moderate Contribution
4	Great Contribution
5	Very Great Contribution
NA	Not Applicable
U	Unknown or Unable to Answer

Table 21.A

Competence in the Basic Use of Computers: All Respondents

Statement	N	Mean	SD
Ability to use an operating system	202	3.5	1.0
Ability to use computing equipment for problem solving	201	3.4	1.1
Ability to use database software	202	3.3	1.2
Ability to use electronic mail	196	3.4	1.4
Ability to use graphics software	192	2.9	1.3
Ability to use hardware	200	3.3	1.2
Ability to use multimedia hardware and software	193	2.9	1.3
Ability to use spreadsheet software	203	3.2	1.3
Ability to use the Internet	167	2.6	1.4
Ability to use word processing software	201	4.0	1.1
Awareness of legal and ethical use of computing equipment	190	3.3	1.4
Knowledge of computing technology in an information society	197	3.3	1.2

Note. Survey respondents used the following rating scale when responding to these statements:

1	No Skills
2	Few Skills
3	Moderate Skills
4	Very Skilled
5	Exceptionally Skilled
NA	Not Applicable
U	Unknown or Unable to Answer

Table 21.B

Competence in the Basic Use of Computers: Respondents from the James M. Farquhar Center for Undergraduate Studies

Statement	N	Mean	SD
Ability to use an operating system	154	3.6	1.0
Ability to use computing equipment for problem solving	152	3.4	1.1
Ability to use database software	153	3.4	1.2
Ability to use electronic mail	149	3.5	1.4
Ability to use graphics software	146	3.0	1.3
Ability to use hardware	153	3.4	1.2
Ability to use multimedia hardware and software	147	3.0	1.2
Ability to use spreadsheet software	156	3.3	1.2
Ability to use the Internet	124	2.7	1.4
Ability to use word processing software	152	4.1	1.1
Awareness of legal and ethical use of computing equipment	145	3.4	1.4
Knowledge of computing technology in an information society	148	3.4	1.2

Note. Survey respondents used the following rating scale when responding to these statements:

1	No Skills
2	Few Skills
3	Moderate Skills
4	Very Skilled
5	Exceptionally Skilled
NA	Not Applicable
U	Unknown or Unable to Answer

Table 21.C

Competence in the Basic Use of Computers: Respondents from the Health Professions Division

Statement	N	Mean	SD
Ability to use an operating system	31	3.0	0.9
Ability to use computing equipment for problem solving	31	2.9	1.1
Ability to use database software	31	2.9	1.1
Ability to use electronic mail	29	2.7	1.3
Ability to use graphics software	29	2.3	1.3
Ability to use hardware	29	2.7	1.3
Ability to use multimedia hardware and software	29	2.2	1.0
Ability to use spreadsheet software	29	2.3	1.1
Ability to use the Internet	27	2.0	1.2
Ability to use word processing software	31	3.2	1.1
Awareness of legal and ethical use of computing equipment	29	2.4	1.4
Knowledge of computing technology in an information society	31	2.6	1.2

Note. Survey respondents used the following rating scale when responding to these statements:

1	No Skills
2	Few Skills
3	Moderate Skills
4	Very Skilled
5	Exceptionally Skilled
NA	Not Applicable
U	Unknown or Unable to Answer

Table 21.D

Competence in the Basic Use of Computers: Respondents from the Center for the Study of International Tourism

Statement	N	Mean	SD
Ability to use an operating system	14	3.9	0.8
Ability to use computing equipment for problem solving	15	3.7	1.0
Ability to use database software	15	3.6	1.0
Ability to use electronic mail	15	3.7	1.1
Ability to use graphics software	14	3.4	0.9
Ability to use hardware	15	3.8	0.8
Ability to use multimedia hardware and software	14	3.4	1.2
Ability to use spreadsheet software	15	3.7	0.8
Ability to use the Internet	12	3.5	1.1
Ability to use word processing software	14	4.4	0.7
Awareness of legal and ethical use of computing equipment	13	3.6	1.0
Knowledge of computing technology in an information society	15	3.8	0.9

Note. Survey respondents used the following rating scale when responding to these statements:

1	No Skills
2	Few Skills
3	Moderate Skills
4	Very Skilled
5	Exceptionally Skilled
NA	Not Applicable
U	Unknown or Unable to Answer

Table 22

Years of Professional Work Experience Before Enrollment at NSU by Academic Center

Academic Center and Years	N	%
James M. Farquhar Center for Undergraduate Studies		
0 Years	16	9.2
1 Year	23	13.3
2 Years	6	3.5
3 Years	7	4.0
4 Years	5	2.9
5 Years	7	4.0
6 or more Years	109	63.0
Health Professions Division		
0 Years	5	13.9
1 Year	16	44.4
2 Years	1	2.8
3 Years	1	2.8
4 Years	0	0.0
5 Years	2	5.6
6 or more Years	11	30.6
Center for the Study of International Tourism		
0 Years	0	0.0
1 Year	1	6.3
2 Years	2	12.5
3 Years	1	6.3
4 Years	1	6.3
5 Years	2	12.5
6 or more Years	9	56.3
TOTAL		
0 Years	21	9.2
1 Year	40	17.5
2 Years	9	3.9
3 Years	10	4.4
4 Years	6	2.6
5 Years	11	4.8
6 or more Years	132	57.6

Table 23

Relationship Between Current Job and Major at NSU by Academic Center

Academic Center and Relationship	N	%
James M. Farquhar Center for Undergraduate Studies		
Highly Related	73	42.2
Moderately Related	42	24.3
Slightly Related	29	16.8
Not At All Related	18	10.4
I am Currently Unemployed	5	2.9
Unknown or Unable to Answer	2	1.2
Unidentified	4	2.3
Health Professions Division		
Highly Related	31	86.1
Moderately Related	0	0.0
Slightly Related	0	0.0
Not At All Related	0	0.0
I am Currently Unemployed	4	11.1
Unknown or Unable to Answer	1	2.8
Center for the Study of International Tourism		
Highly Related	12	75.0
Moderately Related	2	12.5
Slightly Related	0	0.0
Not At All Related	2	12.5
I am Currently Unemployed	0	0.0
Unknown or Unable to Answer	0	0.0
TOTAL		
Highly Related	117	59.1
Moderately Related	45	19.7
Slightly Related	30	13.1
Not At All Related	20	8.7
I am Currently Unemployed	9	3.9
Unknown or Unable to Answer	3	1.3
Unidentified	5	2.2

Table 24

Experiences at NSU to Prepare for Current Job by Academic Center

Academic Center and Experiences	N	%
James M. Farquhar Center for Undergraduate Studies		
Exceptionally Well	30	17.3
More than Adequately	46	26.6
Adequately	52	30.1
Less Than Adequately	6	3.5
Very Poorly	1	0.6
Not At All	18	10.4
I am Currently Unemployed	7	4.0
Unknown or Unable to Answer	12	6.9
Unidentified	1	0.6
Health Professions Division		
Exceptionally Well	11	30.6
More than Adequately	11	30.6
Adequately	9	25.0
Less Than Adequately	0	0.0
Very Poorly	0	0.0
Not At All	1	2.8
I am Currently Unemployed	4	11.1
Unknown or Unable to Answer	0	0.0
Center for the Study of International Tourism		
Exceptionally Well	1	6.3
More than Adequately	7	43.8
Adequately	7	43.8
Less Than Adequately	0	0.0
Very Poorly	0	0.0
Not At All	0	0.0
I am Currently Unemployed	0	0.0
Unknown or Unable to Answer	1	6.3

Table 24 (Continued)

Academic Center and Experiences	N	%
TOTAL		
Exceptionally Well	43	18.8
More than Adequately	65	28.4
Adequately	68	29.7
Less Than Adequately	7	3.1
Very Poorly	1	0.4
Not At All	19	8.3
I am Currently Unemployed	11	4.8
Unknown or Unable to Answer	14	6.1
Unidentified	1	0.4

Table 25

Salary or Annual Income of Current Job by Academic Center

Academic Center and Salary	N	%
James M. Farquhar Center for Undergraduate Studies		
$19,999 or less	16	9.2
$20,000 to $29,999	47	27.2
$30,000 to $39,999	39	22.5
$40,000 to $49,999	18	10.4
$50,000 to $59,999	23	13.3
$60,000 to $69,999	6	3.5
$70,000 or more	10	5.8
Unemployed, looking for work	6	3.5
Unemployed, student	2	1.2
Unemployed, other	2	1.2
Unidentified	4	2.3
Health Professions Division		
$19,999 or less	0	0.0
$20,000 to $29,999	0	0.0
$30,000 to $39,999	0	0.0
$40,000 to $49,999	2	5.6
$50,000 to $59,999	7	19.4
$60,000 to $69,999	14	38.9
$70,000 or more	6	16.7
Unemployed, looking for work	2	5.6
Unemployed, student	5	13.9
Unemployed, other	0	0.0
Center for the Study of International Tourism		
$19,999 or less	2	12.5
$20,000 to $29,999	5	31.3
$30,000 to $39,999	6	37.5
$40,000 to $49,999	2	12.5
$50,000 to $59,999	1	6.3

Table 25 (Continued)

Academic Center and Salary	N	%
$60,000 to $69,999	0	0.0
$70,000 or more	0	0.0
Unemployed, looking for work	0	0.0
Unemployed, student	0	0.0
Unemployed, other	0	0.0
TOTAL		
$19,999 or less	19	8.3
$20,000 to $29,999	52	22.7
$30,000 to $39,999	45	19.7
$40,000 to $49,999	22	9.6
$50,000 to $59,999	33	14.4
$60,000 to $69,999	21	9.2
$70,000 or more	16	7.0
Unemployed, looking for work	8	3.5
Unemployed, student	7	3.1
Unemployed, other	2	0.9
Unidentified	4	1.7

Table 26

Application to a Graduate or Professional Program Since Graduation from NSU by Academic Center

Academic Center and Application Status	N	%
James M. Farquhar Center for Undergraduate Studies		
Yes, applied to a graduate or professional program	73	42.2
No, has not applied to a graduate or professional program	100	57.8
Health Professions Division		
Yes, applied to a graduate or professional program	8	22.2
No, has not applied to a graduate or professional program	28	77.8
Center for the Study of International Tourism		
Yes, applied to a graduate or professional program	6	37.5
No, has not applied to a graduate or professional program	10	62.5
TOTAL		
Yes, applied to a graduate or professional program	90	39.3
No, has not applied to a graduate or professional program	139	60.7

Table 27

Enrollment in a Graduate or Professional Program Since Graduation from NSU by Academic Center

Academic Center and Enrollment Status	N	%
James M. Farquhar Center for Undergraduate Studies		
Yes, enrolled in a graduate or professional program	69	39.9
No, has not enrolled in a graduate or professional program	101	58.4
Unidentified	3	1.7
Health Professions Division		
Yes, enrolled in a graduate or professional program	8	22.2
No, has not enrolled in a graduate or professional program	28	77.8
Center for the Study of International Tourism		
Yes, enrolled in a graduate or professional program	3	18.8
No, has not enrolled in a graduate or professional program	13	81.3
TOTAL		
Yes, enrolled in a graduate or professional program	83	36.2
No, has not enrolled in a graduate or professional program	143	62.4
Unidentified	3	1.3

SUMMARY

From modest beginnings, undergraduate education at the University has experienced extraordinary growth in enrollment. Based on cumulative yearly credits, the James M. Farquhar Center for Undergraduate Studies was the University's largest academic center in Calendar Year 1994, with enrollment in this center resulting in 88,694 cumulative yearly credits. This statistic represented 31 percent of all credits awarded at the University during Calendar Year 1994 (*Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994*, 1995). To place this enrollment statistic in context, the Abraham S. Fischler Center for the Advancement of Education generated 80,435 cumulative yearly credits (28 percent of total) in Calendar Year 1994.

Graduates tended to be very pleased with their University experiences. As an example, over one-third of all survey respondents indicated that they planned to attend the University sometime in the future. Although there are many reasons why students select a university, respondents offered high ratings for location, convenience, and type of programs available. Graduates also indicated a high degree of satisfaction with the University in regard to competence in career and major.

Recommendations

This study was initiated to satisfy two recommendations in the University's *Institutional Self-Study* (1996). For that purpose, this report should be immediately reviewed by *Self-Study* members so that results can be incorporated into the *Self-Study* Addendum. This study, however, was also designed to gain a sense of graduates on a variety of issues. Based on analysis of the many outcomes associated with this study, as well as a review of narrative statements presented to center directors, the following recommendations seem warranted.

Demographics

Based on our knowledge of the University's unique demographic composition, imagery used to portray University students in undergraduate programs should be based on actual demographic characteristics of students in regard to age, gender, and ethnicity. Stock photographs should be selected carefully so that there is an accurate balance in how the undergraduate student body is portrayed.

Recruitment

This study confirmed that the University's undergraduate students are largely permanent residents of South Florida. Marketing personnel in the undergraduate programs may wish to examine their recruitment efforts, to determine if expenditures for out of area recruitment are cost effective in terms of yield and contribution to total enrollment.

This study also offered evidence that over 50 percent of all graduates attended the University for only two years. An analysis of prior enrollment activities of undergraduate students is needed, to offer focus to recruitment efforts. Florida has a large community college system. Is the University drawing students from this system, or are students transferring from other colleges and universities? A better understanding of this activity would help determine the yield and cost effectiveness of current recruitment efforts.

This study also offered evidence that over one-third of all respondents plan to attend the University in the future. To offer focus to University-wide marketing and recruitment efforts, an analysis of enrollment in graduate and professional programs by graduates of the University's undergraduate programs is needed.

Academic Outcomes

Respondents offered exceptionally high ratings to survey statements relating to preparation for career and major. To put this statement into context, it must be recalled that respondents are adults with considerable professional experience before enrollment at the University.

However, there were a few areas on the survey that center directors and faculty may wish to examine in more detail:

- In the Health Professions Division, it would be helpful to examine the means by which mathematics, reading, writing, goal development, and thinking and reasoning skills are presented throughout the curriculum.

- Although the Center for the Study of International Tourism is now placed within the James M. Farquhar Center for Undergraduate Studies, there is sufficient evidence to warrant an examination of how Hospitality Management majors are exposed to broad issues related to science, mathematics, and reading.

Ancillary Services

Respondents offered positive ratings on their level of satisfaction with services offered by the University. However, in an attempt to strive for continuous improvement in services,

administrators may want to examine the level of satisfaction with specific service areas that received overall mean ratings of 4.0 or less, including the following:

- Academic advising
- Campus activities
- Career planning, the development of job-seeking skills, and job placement services
- Computing facilities and services
- Financial aid
- Health services
- Integration of practical experience into individual majors
- Library services
- Personal counseling
- Residential life
- Support labs

Further, differences between academic centers in ratings to service-related areas may be of interest to center directors and faculty. There were a number of areas where differences between academic centers were quite evident.

Computing

Although the University has developed an extensive computing infrastructure, respondents indicated that they do not have high levels of skills in the basic use of computers. Respondents instead offered generally moderate to low ratings regarding their skills in the use of computing machinery, with graduates representing the Health Professions Division offering the lowest ratings in the basic use of computers.

Since technology will become an ever increasing tool for all professionals, more complete infusion of technology into the curriculum is a rather obvious need and has been addressed with some intensity, including large expenditures of funds over the past five years. Moreover, this issue was a major component of the recently completed *Master Plan* (1995).

Career Patterns

This study offered evidence that respondents are very successful in career advancement. These success indicators should be reviewed by administrators and marketing personnel in order to evaluate their potential utility in marketing efforts.

REFERENCES

Enrollment Trends and Characteristics of Nova Southeastern University's Students: Calendar Years 1990 to 1994. (1995). Fort Lauderdale, Florida: Nova Southeastern University. Research and Planning Report 95-12.

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Memorandum

To: D. Dermody, S. Horn, and A. Melnick

From: T. MacFarland

Cc: J. Losak, D. Moorhouse, and N. Schutte

Date: May 18, 1995

Subject: Survey of Graduates of Undergraduate Programs

The purpose of this memorandum is to respond to two tentative recommendations from the *Self-Study's* Subcommittee III:

> The Committee recommends that the undergraduate programs evaluate the effectiveness of instructional programs by systematically assessing the performance of graduates of their programs in advanced programs or employment, and sampling the opinion of former students regarding the effectiveness of the instructional programs. Some subdivisions of programs do conduct such assessment, and these efforts might provide a foundation for more systematic assessment.
>
> The Committee recommends that in the Health Professions Division and the Liberal and Professional Studies Programs of the Farquhar Center, additional efforts be made to demonstrate that students graduate with computer skills.

In reaction to these recommendations, in September 1995 Research and Planning will conduct an evaluation of recent graduates of undergraduate programs. I need your help in two key areas:

1. I plan to mail the survey to all 7/1/93 to 6/30/94 graduates of undergraduate programs (N ≈ 950 students) and a 20 percent mechanical selection sample of all 7/1/90 to 6/30/93 graduates of undergraduate programs, largely to parallel the

selection dates of the 10/94 *Self-Study* survey. Do you see any reason to modify this scheme?

2. Attached are copies of ACT surveys which will serve as a basis for final survey instrumentation. Do you see any statements that would be problematic for graduates of your undergraduate programs?

We plan to prepare the survey as a colored tri-fold or quad-fold. I need to have the survey in final form by July 1995 to meet deadlines with publications. Could you please review the attached surveys and give me your response by June 1, 1995? If you think we need to have a meeting on this survey, please let me know and we can get together within the next two weeks. Thank you for your help on this survey process.